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## NATIONAL COUNCIL OF TEACHERS OF ENGLISH

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### PROCEEDINGS OF THE NINTH ANNUAL MEETING, BOSTON, NOVEMBER 24-26, 1919

The ninth annual meeting of the National Council of Teachers of English was held in Boston. With the exception of the meeting in New York in 1916, this convention in Boston was the only annual convention held east of Chicago. The New England Association of Teachers of English set aside its autumn meeting and joined with the Council. The New York State Association of Teachers of English also co-operated by omitting its Tuesday meeting in Albany and urging its members to come on to Boston. Many of them did. Buffalo, for example, had a delegation of eight present.

Most of the sessions were held in the Lecture Room of the Boston Public Library at Copley Square. The room was available through the courtesy of the Ruskin Association of Boston, which set aside one of its regular monthly meetings. Four of the section meetings were held in the Business Administration Building of Boston University. The annual banquet was well provided for at the Harvard Union in Cambridge, and the closing session was held in one of the large lecture halls of Harvard University.

The attendance on the meeting, particularly on the section meetings and at the annual dinner, was on the whole very satisfactory, though it did not reach the mark set at the Chicago meeting of 1914. Superintendent Thompson, of the Boston Public Schools, urged the high schools to arrange to have representatives present at all the meetings, and this was quite generally done.

Attendance from the Middle West was, of course, far less than when the meeting is held in Chicago, while New York City teachers were, with the exception of those actually on the program, unable to be present.

The New England Association did everything in its power to co-operate in making the meeting a success. The program was published in the November *Leaflet*, together with a statement on English problems by the secretary of the Council. A special pamphlet indicating points

of interest for visits to the schools and other public places in Boston and vicinity was printed and distributed. A social committee under the leadership of Mr. A. B. deMille, of Milton Academy, assisted in making visitors acquainted at the annual banquet. Mr. Thurber and Mr. Hinchman presided over the Monday evening and the Tuesday morning sessions, respectively, and did much to make both meetings successful. That the spirit of unity and co-operation so necessary to progress in the field of English teaching in the country was greatly deepened and strengthened by the meeting in Boston there seems to be no question. There will, of course, always be honest differences of opinion as to aims and methods in English work, due in part to the differences in conditions as between different localities, but little by little the workers, particularly the leaders, are coming to understand each other.

The program was fully up to the standard of previous years in the character of the papers read. The number of sessions was somewhat larger than before and this gave opportunity for the treatment of a wider range of topics. There was perhaps less discussion from the floor than in some of the earlier meetings of the Council. It is evident that the officers in charge of the programs should give careful consideration to this point. It would be a great pity if the informal exchange of opinion which characterized the earliest conventions should be replaced wholly by the reading of set papers. The general tendency toward adjustment of the work in English to actual life conditions and actual life needs was evident throughout. The crowning glory of democracy, its capacity for change without violence through the formation of public opinion, is exemplified in the activities of the National Council of Teachers of English.

#### BUSINESS

The Board of Directors met, as announced in the program, at 4:30 on Monday afternoon. There were present: Misses Breck, Crumpton, Fontaine, Fox, and Hart, and Messrs. Bair, Brown, Harvey, Hinchman, Hosic, Leonard, Miller, Noble, Scott, Sias, C. S. Thomas, J. M. Thomas, Thurber, Tressler. The minutes of the annual meeting of 1918 (postponed till February, 1919), as printed in the *English Journal* for April, 1919, were approved. The following financial statement as of November 15, 1919, was submitted by Mr. Hosic, the Secretary-Treasurer, and placed on file:

## RECEIPTS

|                                       |                   |
|---------------------------------------|-------------------|
| Balance December 1, 1918.....         | \$ 130.83         |
| Individual Memberships.....           | 2,175.11          |
| Collective Memberships.....           | 95.10             |
| Home Reading Lists.....               | 260.50            |
| Play Lists.....                       | 26.48             |
| Guide.....                            | 661.37            |
| Leonard and Ward Economy Reports..... | 10.97             |
| Refund and Office Expenses.....       | 72.86             |
| Interest on Liberty Bond.....         | 5.00              |
| Miscellaneous.....                    | 4.32              |
| Total.....                            | <u>\$3,442.54</u> |

## EXPENDITURES

|   |                   |
|---|-------------------|
| Subscriptions.....                      | \$1,603.50        |
| Stenography.....                        | 606.25            |
| Postage.....                            | 85.22             |
| Supplies.....                           | 59.59             |
| Committee Expenses.....                 | 185.31            |
| Home Reading Lists (mailing).....       | 13.40             |
| Guide (mailing).....                    | 61.42             |
| Play List (mailing).....                | 1.66              |
| Printing.....                           | 468.65            |
| Leonard and Ward Reports (mailing)..... | .86               |
| Exchange.....                           | 26.62             |
| Stamps received and paid out.....       | 23.92             |
| Miscellaneous.....                      | 15.68             |
| Total.....                              | <u>\$3,152.18</u> |
| Balance November 15, 1919.....          | 290.36            |

The secretary stated that the terms of office of the following directors would expire with the close of the meeting, namely, Directors Breck, Crumpton, Davis, Grainger, Jenkins, Lodor (Mrs. Merchant), Noble, Scott, and Stratton. Under the constitution as amended at the last annual meeting, only nine directors at large are provided for. As that number are still in office, no election of directors by the Council was necessary. A list of local associations which are now or have been affiliated with the National Council was read. This list included thirty-nine local societies, most of which have paid their dues and are in good standing and therefore eligible to seat one or more members on the Board of Directors. It was understood that the secretary would communicate with these societies, urging them to name their representatives as soon as possible. Several societies were actually represented by their own directors as follows: New England by Mr. Brown and Mr. Hinchman; Kansas by Mr. Harvey; Philadelphia by Miss Hart; New York state by Mr. Sias and Miss Fox; New York City by Mr. Tressler. It was

stated that local organizations in several of the states find it difficult to maintain themselves because of pressure from the state teachers' association, which tends to absorb them. It was agreed that the secretary of the Council should draw up a scheme of organization for such local societies.

On motion a nominating committee to name the officers of the Council for the year 1919-20 was appointed by the chair. The committee was as follows: Miss Crumpton, chairman; Miss Fontaine, Mr. Leonard, Mr. Thurber, and Mr. Sias. This committee reported to the Board of Directors at a special meeting held in connection with the annual dinner and its report was accepted. The officers for the ensuing year are the following: President, James F. Hosis, Chicago Normal College; First Vice-President, Walter S. Hinchman, Groton School, Groton, Massachusetts; Second Vice-President, Olive Ely Hart, South Philadelphia High School for Girls, Philadelphia, Pennsylvania; Secretary-Treasurer, W. Wilbur Hatfield, Chicago Normal College; Auditor, Frederick H. Bair, University of Wisconsin; Member of the Executive Committee, Joseph M. Thomas, University of Minnesota.

Resolutions of thanks were voted to the following organizations for their courtesy and co-operation in connection with the ninth annual meeting: the New England Association of Teachers of English, New York City Association of Teachers of English, Boston Public Library, Ruskin Society of Boston, Boston University, Harvard University, Massachusetts Institute of Technology.

In view of the fact that Professor Edwin M. Hopkins, who has not before been absent from a meeting of the Council, was compelled this year to remain away on account of ill health, the secretary was instructed to write Professor Hopkins a letter expressing the sympathy of the Board of Directors and the hope that he would soon be restored to health.

The question of the time and place of the annual meeting was discussed informally. It was the opinion of the majority of directors present that the best time for the annual meeting is Thanksgiving Day and the two days following. A special meeting to be held at Cleveland in connection with the Department of Superintendence of the National Education Association about February 24, 1920, was authorized.

The Executive Committee was instructed to proceed with the making of reprints of the Hopkins report and with such plans as might make this report if possible more influential in bringing about the results it was intended to effect.

Speaking for the Committee on Economy of Time, Miss Fontaine asked that the Board of Directors authorize the printing of the various reports of the subcommittees of the Committee as a single document and that a sum of money be set apart for the use of the Committee in completing its work. The request of the Committee was granted and \$25 was appropriated for stenography.

The relationship of the National Council to the *English Journal* was informally discussed. It was moved that the matter be referred to the Executive Committee for consideration. The Board adjourned.

The annual business meeting on Tuesday afternoon was as usual not well attended. The main topic of discussion was the time and place of the annual meeting. A motion was passed to the effect that it was the opinion of those present that the meeting should be held in Chicago at Thanksgiving time two years out of three and that on the third year some other city should be selected. Further business was transacted on Wednesday morning. At this time reports of committees were heard. Miss Crumpton outlined briefly the plans of the Committee on American Speech. The work of that committee will center in the immediate future upon the training of teachers and upon courses for that purpose. Miss Fontaine reported for the Committee on Economy of Time that its work seems, for the present, to be nearly complete. She moved that the Committee be discharged, with the understanding that a new committee on literature shall be appointed and that a reviewing committee shall be established to edit the various reports of the committee at some time in the near future and prepare them for publication as single documents. The motion was seconded and carried and the Committee discharged with the warm thanks of the Council for the efficient work which it had done. A motion was then passed calling upon all the committees of the Council to complete their work if possible during the ensuing year so as to clean the slate at the tenth annual meeting. It was the intention of this motion that no standing committee now in existence shall be continued beyond December 1, 1920, unless there is a good reason.

#### REPORT OF THE COMMITTEE ON ECONOMY OF TIME IN ENGLISH

To the President and Members of the National Council of Teachers of English:

For the past two years the Committee on Economy of Time has been trying to work out minimal essentials in English. That its recommendations might be as definite as possible, subcommittees were appointed

to investigate five different phases of the subject, namely: mechanics of speech, mechanics of writing, grammar, composition and rhetoric, and literature. The reports of these subcommittees show in considerable detail what this committee regards as essential in each of these divisions.

The committee has been obliged to limit its work to the setting up of minimal attainments. These are to be considered the lowest requirements for passing to a higher grade. A very specific statement of this principle is necessary, because there is an inevitable tendency for teachers to regard minima as maxima. Every earnest teacher will constantly endeavor to bring each pupil to the highest accomplishment of which he is capable; but it is especially desirable that we establish some standard of minimal attainments below which no pupil, except for very special reasons, shall be allowed to fall.

The reports of the committees on mechanics of writing, grammar, and composition and rhetoric have been printed. Reprints of these reports may be obtained from the secretary of the Council. The report on mechanics of speech is almost ready for publication. An excellent piece of work in the field of ideals in literature has been done by the subcommittee on literature, but this committee recommends that this subcommittee's report be published separately because it is not concerned with minimal essentials. It seems to this committee desirable that a committee on economy of time in literature be appointed to carry forward this part of the work.

Your committee recommends that the following points be accepted as the basis of courses in English in the elementary, intermediate, and secondary schools:

1. The teaching of literature suitable to the age and development of pupils, and the elimination of those classics beyond their emotional and intellectual reach. The introduction into our courses of such contemporary material as will give pupils a better appreciation of present-day ideals.
2. The development in our pupils of an intelligent love and respect for their mother-tongue, which will show itself in clear, distinct speech, free from slovenly articulation, gross errors, and cheap, threadbare words.
3. The mastery of the mechanics of writing, including the spelling of the average written vocabulary, capitals, accepted letter and manuscript forms, and the common marks of punctuation, especially the period and the question mark.
4. Training in the organization of thought to the extent that a student leaving high school shall have ability to analyze a topic selected

by himself, collect material by which it is to be developed, and arrange the divisions of his subject in clear paragraphs.

5. A thorough understanding of the grammar necessary to the mastery of the sentence and for the correction of certain errors in accepted grammatical usage.

The committee considered that in attempting to establish minimal essentials its task would become too complicated if it undertook to discuss method at this time. Accordingly this report is confined to the material of the teaching of English, and the important field of method has been left for future investigation.

This report is submitted as a tentative report. The committee hopes that its printed reports may be widely distributed, so that teachers generally may try out the proposals and report results to an editing committee. It is recommended that this editing committee prepare a final draft of the report which shall be published in permanent form.

Your committee now respectfully begs to be discharged.

MARY B. FONTAINE

*Chairman of the Committee on Economy of Time in English*

#### CONFERENCE ON SUPERVISION

The report of the Conference on Supervision is based upon notes taken by Mr. F. H. Bair, of the University of Wisconsin.

The attendance at the opening session of the Council was the largest we have had. In spite of the big room there was an atmosphere of informality, enthusiasm, and intimacy.

E. B. Richards, specialist in English for the state of New York, discussed the subject from the standpoint of one experiment at Binghamton in that state, where English supervision comprehended the subject as continuous throughout the twelve grades. The results, as tested there, have been satisfactory. The advantages of such a supervisory scheme are that it bridges gaps in the system, gives breadth of view, and lessens the feeling of "caste" between high-school and elementary teachers. "The qualities necessary in a city supervisor of English," said Mr. Richard, "are three. He must have vision, broad, deep, and sympathetic; he must have the will to do, and that joyously; and he must have faith—faith in his vision, in his own ability to follow it, and faith in the body of teachers to measure up to the work. He must recognize the high quality of their character and tact. Every supervisor would do well to put up over his own desk the legend 'I believe in my teachers.'"



Mr. Richards developed these major points inspiringly, and Edward H. Webster, of Springfield, Massachusetts, followed with a discussion of "Absentee Supervision." With the aid of a typewritten outline which he placed in the hands of the persons present, he set forth the methods at present employed in his city in directing the work in English in the grade schools in co-operation with the work carried on in the high schools. One important feature is that of aiding each teacher to analyze sets of compositions at the beginning and at the close of each semester in accordance with a definite plan. The composition of each child is handed in to the supervisor with criticism. When all the compositions are collected, ten teachers, acting as readers, compare the grades given to the compositions with the marks agreed upon in the Springfield standards and suggest additional ways and means of overcoming the difficulties the teacher has pointed out in her analyses. The whole is passed in review by the supervisor, who selects outstanding problems for discussion at the next teachers' meeting, when the sets are returned to the owners. After the meeting opportunity is provided for personal conference with the teacher.

Another important factor is that of stenographic studies of lessons and assignments in English departments of the high schools. By way of preparation a study was made in teachers' meetings of the art of questioning. The best stenographers from the student body of the High School of Commerce were selected and two appointed to each lesson. Their reports were typewritten and returned to the teacher, who made an analysis of her questions and the resulting pupil answers, and then conferred with the supervisor, and finally typical questions and answers were analyzed in departmental meeting. Other factors described by Mr. Webster were the setting up of objective standards for written composition, one for the beginning of a semester and one for the close, monthly exhibits of high-grade compositions, posters, advertisements, and the like, demonstration of excellent oral work in the assembly halls of the various schools, and the submission by teachers of the criteria employed by them in judging the work in oral composition.

The third address of the morning was made by Maurice J. Lacey, principal of the West Roxbury High School. For supervision in the secondary school Mr. Lacey suggested a number of practical moves: (1) monthly conferences, with reports on some phases of professional work, English or otherwise; (2) monthly minimum requirements for each teacher; (3) the use of papers from other subjects in judging compositions; (4) the grading of a set of papers by all teachers independently,

followed by conference on the ratings; (5) the use of the spirit of emulation, through contests, etc.; (6) the use of a continuous record of home reading; (7) the setting of a particular day throughout the English department for book reports.

Mr. Edwin L. Miller, of the Northwestern High School, Detroit, urged that the principle of supervision be recognized clearly as that of mutual assistance and co-operation, and not of autocratic superimposition. He described a unique problem at Detroit, where the county has been made the supervisory unit, and where eighteen school superintendencies are involved. He spoke humorously of some of the difficulties faced. Organization, he said, is being attempted by dividing the problem by committee assignments into primary, elementary, intermediate, and high-school English. The Committee on Reading is subordinated to the first two, and Committees on Grammar, Spelling, and Penmanship may be added. The Detroit effort is to place English teachers on the same basis as teachers of laboratory science. "It is impossible, in my judgment," said Mr. Miller, "to produce in composition results such as business men and the colleges demand, while our teachers bear the burden of five classes of twenty-five students each daily." He expressed his opinion, further, that the colleges are short-sighted in their conception of English teaching, and closed with the point that the surest method of getting results through supervision lies, not in a mechanical method or system, but in the human touch.

Mr. Clarence D. Kingsley, of the Massachusetts State Board of Education, discussing the foregoing addresses, called attention to the fact that four types of supervision had been represented, school, city, county, and state, and made a strong appeal for state direction of English work, as a clearing house of professional stimulus. The city and county directors are closer, and yet aloof enough from minute detail to direct with perspective, and so co-ordinate the system. Such supervisors should help the teachers to understand the aims of the work, and should, with them, discover the best methods of achieving those aims. Mr. Kingsley spoke strongly for more adequate supervision of English work, first in the form of local control, assuring continuity in the work, and secondly, in the form of state supervision. He urged that teachers create the demand.

Mr. Ernest H. Clark, of East High School, Rochester, followed Mr. Kingsley. "Nearly a quarter of a million of our boys have died to fight what?" said Mr. Clark. "Supervision! We must look to the quality of supervision, or Germany may have conquered us. What we

want is intelligent, liberal co-operation. Some of us supervisors take ourselves altogether too seriously. With widely differing school problems in the various sections of our cities, we don't want a procrustean bed in each half-year of the twelve grades. Germany had supervision—the most highly developed in history. Look at the moral collapse in Germany when supervision no longer supervised." Mr. Clark said that too much supervision was keeping self-respecting young men out of the teaching of English. When the chairman asked him to explain this remark he retorted that such men won't put themselves in a steel trap.

Mr. Stanford, of Holyoke, expressed his view that the man troubling us most today is rather the undersupervised than the oversupervised. "The Red is our danger; extreme individualism is being corrected by the war," he declared.

Miss Olive Hart, of Philadelphia, said, "It seems to me that the time has come when supervision should be placed where it belongs. It should be demanded by the supervised."

Professor Fries, of Bucknell University, following up Mr. Clark's talk, urged that the scarcity of strong men among the candidates for English teaching is due not to tyrannous supervision but to low salaries, which cannot compete with business opportunities. He said, "I have found no domineering supervisors. We are having meetings of representatives of English departments, and recently a school inadvertently omitted asked to be included in the meetings."

Mr. Emerson, of Lynn, Massachusetts, suggested that when supervisory plans are matured in co-operation, by counsel and consultation, the results are good.

Miss McDonald, of Lawrence, protested the overburdening of supervisors with teaching. She said that possibly some directors, left free to plan and execute, might become autocrats.

Mr. Tressler, of the Newtown High School, New York City, protested an implication in one of the preceding talks, that anything autocratic persists in the English control in New York state. "Our trouble is not too much of the English specialist, but too little of him. We have repeatedly invited him to visit us in New York, but he has come too rarely."

Miss Sage, of Buffalo, seconded Mr. Tressler's point. Mr. Kingsley said that we need a new terminology for the new leadership—that "inspector," "director," and "supervisor" are all open to objection. He reiterated his approval of a state control, shorn of an examination system and of centralization. We need the state control to define our

aims and to act as a clearing house of good ideas and impulses. He added the thought that it would be good frequently to have the supervisors return to teaching.

Professor Hosc described an experiment in which he is now a special helper in thirteen representative Chicago schools. The principals and district superintendents lunched together, uncovered issues, and attempted to reach principles for the campaign. The first aims, as defined, were (1) to help the boys and girls to think and speak on their feet; (2) to get out of a book, silently and effectively, what they want. The program was to get the children to working with definite purposes; it was begun in the grades and extended to the high school. It was found, among other things, that the difference in aims among high-school teachers worked a hardship to grade students promoted. As one measure of equitable adjustment the same composition was graded by a group of teachers and rated on the blackboard, first by grade—fifth grade, sixth, etc., then by absolute quality, poor to excellent. Other experiments were revealing, and were being carried on.

Professor Bair, of the University of Wisconsin, moved that a committee be appointed to draw up recommendations for the consideration of the National Council favoring the idea of continuous supervision, co-operative in quality. The motion was carried.

#### FIRST GENERAL SESSION

The President's address, by Professor J. M. Thomas, of the University of Minnesota, was on the subject, "Inhibitions in English Teaching." The address in full will be found in this issue of the *Journal* and therefore comment upon it is unnecessary.

Professor Irving Babbitt, of the Department of Romance of Harvard University, spoke on "English and the Discipline of Ideas." He said in part that our most urgent problem just now is how to preserve in a positive and critical form the soul of truth in the two great traditions—classical and Christian—that are crumbling as mere dogma. The first step in working out a positive and critical humanism is to define one's general terms, above all, the term liberty. The ideas for which the general term stand should be studied not abstractly but concretely as reflected in main literary currents and in the works of great authors. This involves in turn the building up of background, not merely in the English and modern classics, but in those of Greece and Rome. Thus to study English with reference to its intellectual content will do more than anything else to make it a serious cultural discipline. It will then be possible to refute

those who look upon the present popularity of English as only an instance of the familiar human proclivity to turn from a way of hardships to an easy way. Teachers of English have in any case a choice to make between a humanistic conception of their subject and the current naturalistic and humanitarian conceptions. If they assume the more qualitative and selective attitude that the humanist recommends, and disregard certain equalitarian fallacies that are now being preached in the name of democracy, they can probably do more than any other body of teachers to check the present drift toward illiteracy, and at the same time help to build up the complex of civilized ideas and habits, the *êthos*, as Aristotle calls it, that is necessary, especially in the leaders, if we are to be true liberals, equal to the task of preserving our present free institutions.

The third paper of the afternoon was by Professor Fred N. Scott, of the University of Michigan, who has so often pleased and profited the members of the Council by his papers. He spoke on this occasion on the topic "English Composition as a Mode of Behavior." The method of teaching English composition by the correcting of errors, he said, has been in use for two thousand years and will not easily be superseded. We can, however, well afford to give careful study to the causes of errors. These are mainly three. First is the influence of spoken foreign language upon spoken English. We have only to contrast the English of boys preparing from their early years for Oxford with the English spoken by pupils entering our American high school to realize how different the problem is in America from what it is elsewhere. The second cause is the breaking up of our family traditions. We must now reckon with the influence of the smart newspaper, the telephone, the movie, and the automobile. Conversation in the family circle is not what it once was. The third consideration has to do with the clash between actual communication and formal language teaching. Pupils enter school largely unconscious of their linguistic habits. They are riotous, to be sure, but free. The school proceeds to clamp the lid of the linguistic ritual upon them. Of course system in language teaching is necessary, but it is wrongly used. We proceed, for example, to teach writing as though there were no basis in the spoken English of the pupils.

What remedies are available? Scales no doubt have their use, but their effect on the teacher is likely to be bad. He is tempted to substitute diagnosis for cure. Like a clinical thermometer, a composition scale may help to show what the disease is, but cannot indicate the remedy. The

methods of the French Lycée have been proposed. The speaker had himself translated a brochure on this subject by Aller as early as 1894 and had for a time made enthusiastic trial of the idea, but had dropped it. The preciseness so characteristic of French genius is not adequate to English. We may compare Renan's "The Future of Science," in which he declared that the greatest truths are not clear. He bemoaned the fact that the French did not take up Darwinism because of its lack of precise definition. While declaring that he had the highest regard for both French and English, the speaker felt certain that methods of improvement of English must be worked out on lines peculiar to America.

#### SECOND GENERAL SESSION

The program of Monday evening was a symposium on forward movements. President Thomas introduced Mr. Samuel Thurber, of Newtonville, Massachusetts, first vice-president of the Council, who presided over the session.

The first speaker, Mr. W. S. Hinchman, of the Groton School, explained the plan of the New England Association of Teachers of English for the holding of local meetings in New England. There is great need for a discussion of English teaching because of general uncertainty as to its content and technique. It is important that we teach English well because there was never greater need for straight thinking and clear speaking than will be felt by the citizen of tomorrow. Publications and annual meetings cannot wholly supply the need. In New England, therefore, small local forums are being set up for those who cannot or will not attend annual meetings. These will make possible the discussion of problems of minor importance but vital in their respective localities. New England has been divided into nine districts, each of which has a local chairman who calls the local meeting. There is no formal organization, but the chairman is understood to represent the New England Association. At present eight of the nine proposed divisions are at work, with five to twenty-five local clubs in each division. Between sixty and seventy local meetings have been organized since the beginning of the summer of 1919. One hundred and fifteen are contemplated. There is almost unqualified testimony in favor of the plan from those who have attended the local meetings.

Miss Claudia Crumpton, of the Northwestern High School, Detroit, Michigan, who suggested the nation-wide speech drive for the first week in November, brought forward a second fruitful idea, namely, the organization of English clubs in schools and classrooms as a means of following

up the work of the speech drive. These clubs should be called Junior English Councils and should be organized in accordance with plans to be submitted by the Committee on American Speech. Miss Crumpton pointed out the general tendency toward the organization of clubs among young people and the remarkable results often obtained by them. The movement is in harmony with the socialized recitation and the project method of teaching. The basic idea is that young people should carry on their school life in accordance with the normal processes of life outside the school. Clubs satisfy the play spirit. They give opportunity for action, something to do. The speaker cited instances where pupils who stand low in their recitations are the first to volunteer assistance to the teacher in providing some necessity for the room. Three types of clubs are possible: the class organized as a club, a speech club for the whole school, and a project type in which representatives of various groups shall form a central council. The latter is at present flourishing in the Cass Technical High School under the direction of Mr. C. C. Certain, where the council conducts a mass meeting once a term and answers questions raised by the persons in the audience. Much may be learned from a study of organizations outside the school, particularly in the matter of definite goals and means by which children may measure their own progress. We must appeal to the imagination; we must be definite but not undertake too much. Among the problems to be solved are whether all grades shall be included or only the high school, whether the school or the class is the best unit, and in what way the *English Journal* may be employed as the medium of exchange among the clubs.

The topic, "Standards in Composition," was presented by Mr. Sterling A. Leonard, of the Lincoln School of Teachers College, Columbia University. The speaker quoted a suggestion to the effect that the child's powers of expression are adequate to his purpose. We must begin by finding out where the pupils are and plan that they shall not stay there. The standards set up at present are not always sensible. Too great stress, for example, is laid upon logical organization. The real test of composition is whether it succeeds. Probably the best standards for the children are examples of such compositions as really appeal to the hearer or the reader. Pupils themselves may be set to reporting on standards which they will undertake to discover. There should be a clear distinction between composition and proofreading. At present the two are often confused. The most effective standards will be those which grow out of the judgments of the pupils themselves.

Miss Mary Hall, of the Girls' High School in Brooklyn, New York, was not able to be present to speak on "The Standardization of School Libraries." The topic, however, was most effectively handled by Miss Martha Pritchard, of the Bridgewater Normal School, who is spending a sabbatical year at Teachers College. Miss Pritchard called attention to the report on the topic by Mr. Certain, which has been published by the National Education Association. She pointed out that laboratories have been definitely standardized and that libraries can be. Since the movement for better libraries began in 1910 or 1911, great progress has been made. All departments of the school have become awakened to the need of books and even the science department is insisting upon its share, in spite of the liberal provision already made for laboratory apparatus. In certain places outside reading lists have been made up to represent all the interests of the curriculum through the co-operation of the various departments. Training must begin in the elementary school with the use of the indexes and other simple features of a good library. To bring this about there must be an active supervisor of school libraries, as in Minnesota and in New York. Librarians adequately prepared and with salaries equal to those of regular teachers must be employed. This has already been done in a number of places. The most typical example of what can be accomplished is the Girls' High School in Brooklyn, New York, where 3,000 girls draw several hundred books each day from the library, where there is an adequate classroom for library instruction and where all departments make regular use of the library.

The last speaker of the evening was Mr. Frederick H. Bair, of the Departments of English and Education in the University of Wisconsin. Mr. Bair's theme was that literature should be taught not as an art but as a revelation. The teaching of literature must be creative. Too often now it is merely either the handing on of a literary tradition or the analysis of form and structure. This is partly due to the influence of the college men, who have meant well but have not always understood the situation. Writers like Mr. Abbott and Mr. Hinchman, who urge that reading rather than intensive study should characterize the work in literature, are undoubtedly moving in the right direction. It would be far better to lead the pupils into a good library and tell them to help themselves than to cause them to "torture Ivanhoe" for seven weeks. What we want is literary tower-houses instead of morgues. Teachers must be encouraged to make adventures in the field of literature teaching. Otherwise we shall not discover the better way.



## THIRD GENERAL SESSION

The topic for Tuesday forenoon was "Basic Principles and the Relations of Home, School, and College." Speaking informally of the co-operation of all factors, Professor Horace A. Eaton, of Syracuse University, called attention to the situation that obtains when the pupil enters school or college. He comes with his own English. Then we proceed to make him self-conscious. In order to reach his need, however, we must somehow enlist the forces outside the school, particularly the newspaper advertisements and the movies. We must Americanize the foreigner. Many homes are incapable of giving assistance. Indeed, the pupils must themselves become missionaries to the home. We should, as far as possible, make the home realize its obligations. Inside the school other teachers in other subjects must help us bear the burden. Now too often the child looks on the English teacher as merely a crank. The English teacher, moreover, must be willing to use material from other subjects. Themes as we have them are now often artificial and forced. Enthusiasm is the first requisite to success in either speaking or writing. No unit of the school system at present knows exactly what its responsibility is. The high school, for example, must discover more exactly where it is to begin and where it is to end with the pupils. Authorities are not always open to suggestion as to the choice of books and the organization of courses of study. A better sentiment must be developed in these regards. Organizations of teachers have a great opportunity in connection with all these phases of the problem.

The next speaker, Professor Henry S. Canby, of Yale University, explained that his topic had been stated before he had decided on the matter of his address. He would speak particularly of the co-operation of teacher and pupil and what the colleges would like from the schools. We need to inquire first of all, "What is English?" As early as the 70's Professor Lounsbury, of Yale University, was attempting to establish a better tradition with regard to the subject. Instead of a plodding linguistic attack, he felt that we should aim to make the mind subtle and dynamic, with power to re-create what is read, to move ahead by its own motion. Two elements are necessarily present in the teaching of composition. One may be called discipline and the other stimulus. Drill on word and sentence there must be, but beyond this lies the possibility of stimulus from the general environment when the pupil undertakes to use his total experience in learning to write. Too great stress has been laid upon discipline because it is easy to understand. The

dynamic mind is more important—the mind that can create for itself a literature of pleasant thinking. Probably nine-tenths of the work now expended on composition is lost because of wrong emphasis. Success in composition teaching depends upon intimate, sympathetic contact between teacher and pupil. An automatic teacherless textbook has not yet been invented. . While we have no very definite knowledge as to the details of method, it is certain that the teacher must possess the creative spirit. It would probably be well if much of the time now devoted to general class work were given over to individual conference in order to make possible contact between the teacher of a literary temper and the learner. This conference should not take the form of a confession on the part of the pupil, but of easy and friendly talk. So far as discipline is concerned, the college is too late. Pupils may be broken but not bent. Habits of accuracy in matters of detail in speaking and writing must be established in the schools, but in both school and college it would probably be best at the present time to reduce the amount of class work by 80 or 90 per cent and devote the remainder of the time to personal conference and study by the pupils under the direction of the teacher.

Professor Canby was followed by Miss Emma Breck, of the University School of the University of California, who spoke on "What the Schools Have a Right to Expect of the Colleges." The speaker declared that she had been correcting her individual personal opinion by visits to schools in various parts of the country and felt sure that she was in possession of the essential facts. What we most need at present is perspective. If all could, for a time, go out to a ranch far away from schools, it would be a helpful experience. She herself had noted tremendous changes which have taken place during the twenty or twenty-five years since she herself was a student in school. Additions have been made to the courses with new emphasis upon technical, commercial, and vocational subjects. There is now a wide range of opportunity. The training of teachers has become recognized as essential. We need now to redefine our objectives. The statement of the British Labor party is most suggestive. It urges that we rid ourselves entirely of class distinctions and offer full opportunity to all. As a matter of fact, the American high school is no longer homogeneous, but embraces all social classes. The old curriculum may be good, but not all the pupils will take it. What courses will meet the needs of the greatest number? A visit to the Public Forum in Boston will prove enlightening as to our problem. We have foreigners among us with dangerous half-knowledge. The

colleges must open their doors to those who are surely to be the leaders of the common people in the future. Our hope lies in more education, not for the masses, but for the classes. It follows that the colleges must welcome to their halls pupils of various preparation. The public universities are now doing this. Those states which do not have such universities will soon have them unless the private colleges change their attitude. The old examination system is pernicious. Memory is still the principal faculty appealed to. Broad reading is not stimulated by them. Why not ask with regard to the essay on Johnson, for example, what is meant by the expression, A great and good man? Why not teach the essay as a human document? The colleges do not intend, of course, to injure high-school teaching, but do it nevertheless by their emphasis on style and the meaning of allusions in the questions which they set for entrance. They fail, moreover, to send out English teachers trained with reference to the needs of the future.

In discussion Miss Alice Bidwell, of Allegheny College, thought that both Professor Canby and Miss Breck had suggested ideals which we must cherish and that the two may be brought together. Freshman courses in college should not be placed in the hands of Ph.D.'s dripping with scholarship, and the courses in the training of high-school teachers should be conducted by professors who have themselves not too long ago taught in high schools.

Mr. George H. Browne, of the Browne and Nichols School in Cambridge, continued the discussion, pointing out that it is true that the colleges at present exact too much of their Freshmen and thus cause a great many to drop out. The schools need more time. At present some have only 160 days out of the year. Home co-operation is feeble. Perhaps the public has not been taken into consideration. We cannot, however, defer too much to the taste and judgment of mere boys and girls, who do not always know what is best for them.

President Thomas, who was in the audience, took the floor to reply to some of the suggestions made by Miss Breck. He too thought that pupils are not to be trusted to choose unaided the courses that they shall take. While democracy does mean equality of opportunity, it does not mean equality of attainment. Some pupils reach the limit of their capacity for education at the end of the eighth year. The colleges do not now draw the line against any class. The leading student in the University of Minnesota is the daughter of a Scandinavian farmer. Conditions had not altered so materially in the last twenty years as the previous speaker seemed to think.

Alfred M. Hitchcock, speaking for the College Entrance Examination Board, called attention to the latest report of the Conference on Uniform Entrance Requirements in English. He thought the more liberal lists would go far to meet Miss Breck's objections.

He was answered, however, by Mr. Clarence D. Kingsley, State High School Inspector for Massachusetts, who said that the situation in New England is fully as bad as Miss Breck had indicated. The present college entrance requirements and particularly the examinations set upon them constitute a real incubus, hindering the advancement of the schools. This had been pointed out by ex-President Roosevelt in an article in the *Outlook*. The better way had been shown by the University of Chicago, which eight years ago established entrance requirements sufficiently flexible to meet the needs of all the various classes that attend the public schools. He felt that some of those concerned with the problem of the relationship of high school and college have not thought far enough. There is a real problem, the solution of which will require active co-operation. All who are concerned with English instruction should work at it.

## SECTION MEETINGS

### COLLEGE SECTION

In the college section, under the chairmanship of Professor Ashley H. Thorndike, of Columbia University, three papers were read. The first, by Professor Franklyn B. Snyder, of Northwestern University, was on "The First Course in English Literature." The speaker showed how the conventional survey course could be made much more valuable by building around fascinating men and interesting books instead of around conventional epochs and movements. Instead of the main aim being to acquaint students with facts of literary history, it would be to awaken in the student a love for good books. He showed the obvious dangers of such a course and how they might be avoided. In conclusion he maintained that his plan might be made to coincide with the convention historical survey course and that the orderly progress of the course need not be abandoned.

After the reading of the paper the chairman opened the question to discussion. Professor Canby, of Yale, approved heartily of the idea. Professor Thomas, of the University of Minnesota, outlined a similar course given by him. Professor Pearson, of the Massachusetts Institute of Technology, explained that his course was one based upon the understanding of certain great currents of thought of the

nineteenth century. He agreed that the method was totally different, but maintained that the end was the same as that attained by Professor Snyder's plan. Miss Buck, of Vassar, said that a similar course in her college was not required but was a prerequisite for all other courses in the department. Professor Croisan, of the Massachusetts Institute of Technology, held that the place to start with Freshmen is not with *Beowulf* but with the nineteenth century. Professor Thorndike closed the discussion by saying that, while for many years Columbia had gone without such a course, the demands of the colleges of journalism and business administration had made necessary a course that is organized somewhat after the plan outlined by Miss Buck.

The chairman presented the next speaker, Professor John L. Lowes, of Harvard University, who read a paper on "The Doctoral Training and the Present Discontent." Dr. Lowes explained that the teacher of literature occupies a singular position in that he must apply the results of knowledge acquired by the methods of science to the interpretation of an art. The first business of the doctoral discipline is to give the highly specialized training which makes a man master of his powers and of his field. The paper dealt with certain views of humanism recently propounded which seemed to the speaker to be somewhat fallacious. He concluded by saying that humanistic training involves a rigorously scientific discipline in fundamentals with a view to breadth and soundness and perspective and vitality in dealing with those values which constitute the claim of literature to rank as chief among the humanities.

Dr. Frank Aydelotte, of the Massachusetts Institute of Technology, next discussed the allied subject of "Research and Humanism." He first pointed out that we must not forget that the whole machinery of research, the organization of courses, etc., are not ends but means. The idea that the teacher of the humanities is on the defensive and that the man of science is in the saddle is erroneous. The great lesson of the war has been the supremacy of liberal education. Books are of value in proportion as they stimulate and produce great thoughts. The idea of mere acquisition is too narrow; we want minds that are creative and can produce. Therefore we need the spirit of research. We must have men who are able to deal not merely with facts but with ideas. We must make graduate students see that, while their results in research may not amount to much as far as the world is concerned, the process may be of great importance to them. What we need is probably not less work; perhaps we should make the work more difficult—make the process of research continuous. Professor Canby opened the discussion

by remarking facetiously that he understood that the last two papers were a debate but that he agreed with both sides. Dr. Percy W. Long, of the Division of Extension Work of the Massachusetts Board of Education, said that the critics of the doctoral training make a mistake in judging the doctor by his first piece of research rather than by later work. Professor Thorndike remarked, closing the meeting, "As most of our candidates for the doctor's degree at Columbia have been out of college for fourteen years on an average, I resent the charge that we are corrupting the youth; rather we are giving comfort to old age."

R. W. PENCE  
*Secretary*

#### HIGH-SCHOOL SECTION

Mr. James M. Spinning, Rochester, New York, acted as secretary and furnished these abstracts of the papers:

#### *Unified Composition Courses*

It is not the teacher's pathway alone which lies so often among arid deserts of themes. The pupil, for the sake of a mark or at the seeming whim of the teacher, traverses all too frequently a dismal terrain. He finds a sameness even in relating his own experiences, if this must be done term after term.

This drear landscape may give way to scenery which acquires a meaning and interest for him if his own and his fellows' stories, essays, descriptions, oral reports, letters, outlines, and debates can derive a unity and purpose from being related to some one broad general subject. One such unified composition course may deal with *Our Nation*, another with *Citizenship* or *Our City*; others with *French Life*, *Roman Life*, with *Recreations*, *Vocations*, or *Periodicals*.

Since each pupil has his particular topic within the broader field, he feels that he is writing or speaking with a definite purpose as in the outer world. He is reaching out and giving out.

Material available should be suggested very definitely, especially for young pupils. Boys and girls must be trained in the use of newspapers, magazines, the *Reader's Guide*, books, and all the resources of libraries. They should be encouraged to seek information by observation or conversation, and to use their own experience. For some lessons the expression of individual opinion is most desirable. Free discussion, questions, and criticism should be allowed.

The results, as shown in more than five years' work of this kind with pupils of different high-school grades, prove the value of the method. Pupils are wide awake. They really enjoy hearing oral reports on subjects of comparative unfamiliarity. They are careful in the preparation of their reports, and are anxious to make a good impression. By practice in telling others what they have learned, they acquire facility in expression. Through the various lessons they have practice in all forms of discourse. Their outlines are much more

thorough than if on scattered subjects. At the end of the semester all have gained considerable useful knowledge outside of the regular course at a minimum of effort for each. They have received training in finding and using material, and in judging the work of others they have gained in power.

CORNELIA CARHART WARD  
Hunter College High School  
New York City

### *Standard Scales and Measurements in Diagnostic Teaching*

English teachers are accused of not knowing where their pupils are or where they wish to take them. We may find out where they are by diagnosis based on standard scales and measurements.

Some dismiss the scale as valueless on the supposition that it merely shows *that* the patient is ill, a fact which the teacher probably already knows. But, properly handled, the standard tests show *where* he is ill. Nor does the teacher who diagnoses propose to walk away and leave the patient to suffer without treatment. The tests show which words the pupil is unable to spell, what his particular troubles in punctuation and grammar are, how fast and how well he reads, the range of his vocabulary. The graphs placed in the school-room set the pupils to analyzing their own weaknesses and by making it possible for them to measure their own progress furnish an incentive to better work. The graphs sent home elicit much parental interest.

Where there is a standard of agreement as to what the accomplishment should be, it is much easier to show wherein and to what extent a pupil has failed. The composition scale is valuable, even if we do not agree as to where our compositions should be placed, in that it furnishes a consensus as to standards which may create respect simply as a consensus.

Even if these scales were evolved by dry-as-dusts, let us, grateful that we have been spared the labor of making them, take them for what they are worth and gain all that we can from their judicious use.

OLIVE ELY HART  
South Philadelphia High School for Girls  
Philadelphia, Pa.

### *The Place of Oral English in the High-School Course*

If oral English means mere ranting, it should be relegated to the scrap heap; if it means dramatic interpretation and acting, it should be given a place in the curriculum beside painting and music; if it means clear thinking and effective presentation of thought, it may well become a center for our endeavors.

Incompetent instruction is worse than none at all. We must teach pupils to watch their speech, to use their ears and their kinesthetic sense. We must criticize their work, holding them responsible for improvement. Toleration in oral English of haphazard non-sequacious prattle which we would not accept

in written composition affords the best argument to those who oppose English as a separate subject.

If regular English teachers are qualified, the work should be in their hands; in the city high school plays and program work as well as the treatment of speech defects may well be left to special teachers. The teacher of geometry who insists that pupils think straight and say what they mean is better than the poor teacher of "oral English."

The importance of the subject is attested by the fact that we each talk an octavo volume of some two hundred and fifty pages a week; that speech is an index of social position; that because of neglected speech training few engineers become presidents of engineering companies; that because of defective voice production over two hundred candidates were refused commissions at the first Plattsburg camp; and that banks, railroads, and telephone companies are making increasing efforts to train their employees in oral English.

Next to character, power in speech is to the greatest number the most important thing we can offer. We should train our pupils to converse well, and we should create in them a speech conscience and a filial piety with respect to the mother-tongue.

J. C. TRESSLER  
Newtown High School  
New York City

### *The Possibilities of Ethical Instruction through Literature*

The books studied in our precious forty minutes should tax the mental energies of our pupils because they contain sentiments of high purpose related to individual character, to human society, or to God's dealing with men.

While an ethical purpose should not be announced to pupils, even in the first year of high school, they may begin to search for motives, for reasons of failure or success, to compare characters and to study wills, headlong, steady, or vacillating. George Eliot's definition of a lady and Cardinal Newman's definition of a gentleman bring animated discussion. Gareth's protest against the easy course has much to teach young people about to choose a vocation, as has the story of Arthur and Guinivere with respect to another of life's great choices. Here, too, should be read Grayson's "Adventures in Friendship," Hugh Black's "Friendship," and Drummond's "Greatest Thing in the World."

While we may not expect to teach morality, we may hope to counteract to some extent the negligible moral effect of those studies in the curriculum that contribute merely to culture of the intellect, "which," says Herbert Spencer, "is hardly at all operative upon conduct." Certain other things we ought to be able to do, all tending to inculcate a love of virtue, to correct the prevalent lack of devotion to the duty of the moment, to change what an economic writer says is the cause of nine-tenths of the failures of life—"a vacillating, indifferent, flippant attitude." We may reasonably hope to accomplish, I think, five things:



1. To broaden the vision of our pupils, making them "aware of wider horizons than they have glimpsed before."

2. To bring to them the vicarious knowledge of such problems in human life as they themselves may some day have to deal with.

3. To start them in the habit of making relative judgments in regard to these problems, and so to project their imaginations into the future as to estimate the probable outcome of a given or a possible course of conduct.

4. To help them to see that there are joys of the mind—of imagination, of reflection—in making the consideration of political or moral or sociological questions a really personal matter; a joy in getting acquainted with their own minds; a joy in making those minds "fair and pleasant friends for every hour of loneliness and gloom."

5. To make them acquainted with a few great thinkers, and through these to help them to recognize the power and the necessity of maturity of mind, and of increasing growth in spiritual stature.

MARY H. DOWD  
Mount Saint Mary  
Hookset Heights, N.H.

#### LIBRARY SECTION

The Library Section meeting of the National Council of Teachers of English, in charge of Miss Martha Pritchard, librarian of the Bridgewater, Massachusetts, State Normal School, was so largely attended that the seating capacity of the room assigned in the Boston University School of Business Administration was inadequate and the whole meeting moved to larger quarters.

The first speaker on the program was Miss Emma J. Breck, of the University High School, Oakland, California. Speaking from the English teacher's point of view on the subject of the school library, Miss Breck emphasized the need for the school library, and urged the English teachers to insist upon having this necessary equipment for their work. "If there is not a library in your school, it is your business to see that one is started," she told them. In describing some of the chief contributions of the library to the teaching of English, Miss Breck mentioned the stimulus given to good reading by having on hand in the school, always available, the books suggested in class from time to time by the English teacher; by attractive annotated book lists, bulletin boards, exhibits, and other means of illustrating the work of authors studied in class. She spoke of the value of "browsing" in the school library and of the advantage of extensive rather than always intensive reading.

Mr. Hosis, who spoke on "What the Library Hour Can Do in the School," pictured a typical library hour in an elementary school, and

by this picture illustrated the value of having interesting material available for recreational reading in the schoolroom. Through co-operation with the public library an adequate supply of books for such reading can be always at hand where the children can talk them over with each other and with the teacher. Here the reading habit is not only stimulated but oftentimes created by the enthusiasm released when one describes his latest favorite found in the library hour.

Miss Edith Moses, of the State Normal School at Bridgewater, Massachusetts, led the discussion of the "Library Hour" by citing several different ways of using this hour in the normal school, where the students introduce children to books at first hand, both by teaching them to find books for themselves on the shelves and by helping them to find in books incidents and illustrations to contribute to the class problem.

For a short time the meeting was thrown open to discussion from members of the Association and visitors who were interested in the establishing of school libraries. Best ways of provision and administration were touched upon, and references made to some of the useful material available in the way of reports, pamphlets, and periodical literature upon the subject of school libraries.

Following the discussion came Miss Eaton's very interesting paper, "What the Librarian Wants to Do for the English Teacher." Miss Eaton, who is librarian of the Lincoln School of Teachers' College, New York City, gave to both the librarians and English teachers in attendance some new visions of the field of helpfulness that is possible when the work of the English department co-ordinates. As we are to see this paper in print in the *English Journal*, a summary is not needed here.

Miss Marion Lovis, of the Stadium High School Library, Tacoma, Washington, in leading the discussion of the previous topic, described the need for the very closest working relationship between English teacher and school librarian in all the essential work of the school curriculum. Miss Lovis showed how this relationship is worked out as a system in the Tacoma High School, where the librarian is kept informed of assignments and material needed in the English work, and where in turn she keeps the English teacher in touch with the new material which is constantly appearing, such as pictures and magazine articles.

RACHEL T. BENSON  
*Secretary*

## ANNUAL DINNER

Nearly one hundred and fifty persons sat down to the annual dinner at the Harvard Union, Cambridge, at 6:30 on Tuesday evening. Provision for acquaintance had been made by the New England committee, which pinned on each person a tag bearing his name and address. Word was passed along that no easterner should by any possibility sit down beside another easterner, but should find a dinner companion from another part of the country. In this way acquaintanceship was rapidly extended.

Professor Thomas introduced himself humorously as the toast-master and then called upon Professor Henry G. Pearson, of the Massachusetts Institute of Technology, to speak in behalf of the New England Association. Professor Pearson in well-chosen words expressed the pleasure that he and his colleagues felt at having the Council in Boston. Professor Thomas then introduced Dr. Samuel Crothers, who held his audience very closely during a serious discussion of the topic, "Propaganda versus Prophylaxis." The speaker made it very clear that we have arrived at a point in our history when we must bring the forces of health and conservation to bear lest radicalism destroy us. The note which Dr. Crothers struck was not that of reactionism, but of sane, careful constructiveness.

The closing address, by Mrs. John J. Chapman, of Barrington-on-Hudson, was on "The Pronunciation of English." She illustrated good and bad voice placing and made an earnest plea for greater care in the utterance of English sounds on the part of teachers and others who have to deal with children.

## FOURTH GENERAL SESSION

At the general session of Wednesday forenoon the first paper read was by Professor Harry G. Paul, of the University of Illinois, on the topic, "The Follow-up of the Speech Drive." Mr. Paul suggested among other possibilities that of making a speech survey in order to find the actual errors common in the community and then enlisting the newspapers in a campaign to establish better habits. The co-operation of students in school and college may be definitely sought in establishing a sentiment for better speech. This must be made effective by a better education in the use of language than we are at present giving. Our treatment must be more distinctly social. Students must be made dissatisfied with that type of mental poverty which is represented by vulgar slang. A genuine interest in words

and phrases may be developed by well-conducted studies in interesting words, such, for example, as the word "genius." The memorizing of excellent passages such as the Twenty-third Psalm and the Gettysburg Address will help. Above all, students must be made to feel that speech is a reflection of the person that uses it and therefore that no individual can afford to talk in an incorrect or slovenly fashion. Mr. Paul's points were driven home by means of numerous striking illustrations which cannot be reproduced in summary.

Mr. Franklin H. Sargent, president of the American Academy of Dramatic Arts in New York City and one of the best known of the leaders in his field, followed with an informal talk on "Training for Speaking and Acting." He contrasted ordinary talk with the reading and reciting of the printed word and pointed out that the former seems much freer because it is much more real to the person speaking. One is often unable to read well because he has not lived long enough. Criticism more often hinders than helps. Dissection of the dead body makes it deader than ever. As a matter of fact, pupils to begin with are quite satisfied with their own attainments and must be given higher ideals. They must come to think that words are living things; that the meaning originates back of the word and must be seized. Words are but the labels of experience. We need psychological studies to help us to understand the nature of the process by which emotions are stirred. He who reads or recites must be able to renew the original novelty, must be able to realize the experience in his imagination. Mr. Sargent depends in his teaching primarily on developing the impulse to speak. He seeks to lead the practice into circumstances the same as those of life itself. Three instruments must be employed, namely, the voice, the body, and the platform, and three conditions must obtain, freedom, fairness, and balance. Above all there must be sincerity. When the student is inhibited it is best to ask, What did you come on the stage to tell us? If the student is not aware of his message, he must return to the study of the text until he had grasped it.

The third speaker of the morning, Mr. Frank G. Tompkins, of the Central High School and Junior College of Detroit, Michigan, read a paper on "The Play Course in High School." He pointed out that there are two types of play courses now actually given in some high schools which are surely mistaken in their ideas. One of them studies the latest productions of Greenwich Village in order to keep up with the drama. The other teaches acting, lighting, costume, design, the art of make-up, and the making of scenery. Neither of these courses should be given in

the English department of the high school. The type of course which does have a legitimate place is that which presents an organized body of knowledge, develops skill and power, trains taste, and produces a desirable attitude toward literature and life. This course should be elective. It may be organized either as a historical sequence or as a course in modern dramas. In either case the plays should be more difficult than the student is likely to read by himself. Attention to technique should be wholly in order to bring about better understanding. If play-writing is done, it should be for the sake of appreciation. The same is true of play-production.

The program concluded with an informal talk by Mr. A. C. Drummond, of the Cascadilla Schools and Cornell University, Ithaca, New York, who described the Little Country Theater conducted at the fair at Syracuse last summer by himself and the Cornell Players, college students from the university. An account of this interesting experiment will be found in the *English Journal* for December, 1919.

#### NOTES

The only person scheduled to take part in the program who was detained and unable to be present was Mr. C. C. Certain, of the Cass Technical High School in Detroit, Michigan. Mr. Certain was to have presented an account of his experiences in France as director of English in the Post and Divisional Schools in the A.E.F. He was also to have reported as chairman of the Committee on Examinations. Those who have heard him speak informally about what he learned from the attempt to direct the English in the army camps hope that he will be able before long to publish in the columns of the *Journal* an account of his work.

The social side of the Council meeting was further emphasized by the luncheon on Wednesday noon also at the Harvard Union, which was attended by about sixty persons. There was no speaking, but immediately after the luncheon the members of the Council hastened to the Widener Library which was open for inspection. The librarian, Mr. Lane, had prepared an exhibit of rare books and manuscripts and had arranged for guides who took small parties through the stackrooms and the great reading-room and presented what is perhaps the finest college library in this country.

Special mention is due the New England School Library Association for the installation of an exhibit of school library material and of books for children in the Boston Public Library by a committee under

the direction of Miss Mary Davis, librarian at Brookline, Massachusetts, and Miss Bertha Mahoney, director of the Book Shop for Boys and Girls in Boston. The walls of the lecture-room of the library were lined with mounted pictures and plans of typical school libraries. In the children's department of the library there was a large collection of books for children, including fine illustrated editions, and various helps for school librarians. Many members of the Council sat down and looked over carefully all or part of the material in the exhibit.

The arrangements for the convention proved, on the whole, very satisfactory. The lecture-room of the library was a quiet and dignified meeting-place. The Hotel Brunswick proved homelike, and Boston University provided rooms sufficiently large for the smaller sections. It was probably wise that the invitation of Massachusetts Institute of Technology to hold some of the sessions there was not accepted, as there would have been danger of scattering the forces and cutting down attendance.

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#### AN OMISSION

The article on "Illustrative Material for the English Classics" in the November number of the *Journal* should have been marked as the work of Miss Rosetta E. Shear, New Rochelle, New York. Her name and address are now given in justice both to her and to readers who may wish to ask her for further information.